

**SIMON'S MOTIVATION IN SOLVING HIS PROBLEMS AS THE VICTIM OF A BROKEN
FAMILY AS REFLECTED IN FINE'S *FLOUR BABIES***



Thesis

**Submitted as Partial Fulfillment of Requirements for the Sarjana Degree
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Stated whole-heartedly that this thesis entitled **Simon's Motivation in Solving His Problems as the Victim of a Broken Family as Reflected in Fine's *Flour Baby*** is originally made by the researcher. It is neither a plagiarism, nor made by others. The things related to other people's work are written in quotation and included within bibliography.

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Surakarta, June 2009

The Researcher,

Titik Andarwati

MOTTO

**Verily, never will Alloh SWT change the condition of people until they change what is in
themselves**

(Ar-Ra'd : 11, The Holy Qur'an)

Wake up! Do something with your life!

DEDICATION

This thesis is dedicated to:

- **My beloved mother and father**
 - **My beloved grandfather**
 - **My beloved sisters**

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ABSTRACT

TITIK ANDARWATI. C1305542. Simon's Motivation in Solving His Problems as the Victim of a Broken Family as Reflected in Fine's *Flour Babies*. Thesis: English Department. Faculty of Letters and Fine Arts. Sebelas Maret University.

This thesis analyzed Simon Martin's motivation in solving his problems as the victim of a broken family. Simon was a 14 year old adolescent who was angry inside that it gave effect to his behavior. He became one of the students of class 4C which was a class for the underachievers and those who had behavioral problems. His father walked away when he was only six weeks old. There were disappointed moments and events that he had to experience because of his father's absent. Once, he got a project from his school as the contribution to the school's Science Fair. It was flour babies – sacks of flour that had to be treated as a real baby. It taught the students about the responsibility and being parents. The project made Simon opened the years wound rooted on his father's absent. During the period of caring the flour baby, he found the reasons why his father walked for good. He finally got the answer and started to understand his father's decision. It made him able to continue his life without a burden he had inside.

This research employed psychological approach to answer the problem statements. In this research, the source of the data was the novel *Flour Babies* by Anne Fine. The data in this analysis could be grouped into two categories: the primary (which were the narrations and dialogues between the characters and also the monologues that described the characteristics of the character, Simon Martin) and the secondary data (which consisted of several criticism and articles about the novel and the author that gave relevant information to the analysis). The problems that became the main concern of this research were to know what motivated Simon Martin to solve his problem and how did he solve his problems. The objectives if this research were to describe Simon Martin's motivation and to describe his ways in solving the problems.

After conducting the analysis by using Abraham Maslow's theory of Human Motivation, the researcher found that there were some needs that were not able to be fulfilled which, then, became the motivations in Simon's life. These needs, especially the deep desire of being protected (Safety Needs), being loved (Love and Belongingness Needs), and being proud and appreciated (Self Esteem Needs) encouraged Simon to finish his problems and continued his life. On the other hand, the fact that Simon was in an adolescence period also influenced him to solve his problems as the victim of a broken family.

CHAPTER I

INTRODUCTION

A. Background of the Research

Literature can not be separated from human life since literature is a reflection of human life. As Hardjana stated, literature is a depiction of life in the form of language (Hardjana, 1981:10). One of literary works is novel. In most of novels, the author usually chooses the human being to be the subject in his/her works. Human issues are always interesting to be risen since it has so many complexities in its life. One of the complexities of human life is its life span. Human has many phases or periods during its life as a child, a teenager, and an adult. During those three periods, a period which is considered as the hardest period is a period during which the growing person makes the transition from childhood to adulthood. It is called adolescence period. As stated by Dr. Arthur T. Jersild in *The Psychology of Adolescence*, the period includes roughly the years from about the age of twelve to the early twenties (Jersild, 1959:4)

This period is very complex since a person starts to realize about himself as an ego. A person will start to face many issues concerning about himself such as a question of what he is, what he expects of himself, what he thinks others expect of him and what is opened to him and what is closed. According to Dr. Arthur T. Jersild in *The Psychology of Adolescent*, the adolescence's task is not simply one of dealing with the external environment and other individuals but one of seeking to discover himself, his reaches and his limits, and his role in the world in which he lives (Jersild, 1959:2).

In general, adolescence is a stressful development period filled with major changes – body changes, changes in thought, and change in feeling. Strong feeling of stress, confusion, fear, and

uncertainty, as well as pressure to succeed and the ability to think about new things in a new ways influence a teenager's problem solving and decision making abilities (Healthsystem, 2006)

Novel *Flour Babies* by Anne Fine is one of novels showing how frustrating and difficult life can be when people are in a period of change (adolescence). *Flour Babies* is one of literary works which is worth to be researched where most of people have great concern to conduct a research on the classic literature text. People rarely conduct a research on a popular literature which actually has a high quality. As Endraswara stated in *Metodologi Penelitian Sastra*, "Jarang sekali peneliti tergiur pada karya-karya populer. Padahal karya-karya tersebut sebenarnya juga menanti sentuhan karena di dalamnya juga memuat berbagai hal yang semestinya menarik" (Endraswara, 2003:2).

Novel *Flour Babies* is one of popular literatures which has a high quality since it was awarded to be the Winner of Carnegie Medal 1993, Winner of Whitbread Children's Novel Award 1993, Highly Commended Sheffield Children's Book Award 1993, Shortlisted for WH Smith Mind-Boggling Book Award 1993, Birmingham TBS Children's Book Award 1995, Boston Globe/Horn Award Honour Book 1994, School Library Journal Best Book of 1994, and American Library Association Notable Children's Book (Annefine, 2006).

Flour Babies tells a story of a 14 year old boy named Simon Martin. His father left him and his mother when he was 6 weeks old without any warning. Simon Martin grew with some disappointment experiences because of the absent of his father. It made him felt so angry with his father, but on the other side he also always hoped that his father would come back and they would try again. Simon Martin showed the anger inside of him by doing some protest; he broke the rules, he became a naughty boy, and finally ended up in class 4C - a class for the underachievers and those having behavioral problems. Simon Martin always be a boy who often sent out for a detention because of his behavioral problems.

In every new term, the school always conducted a Science Fair which had to be followed by every class. For its contribution to the school's Science Fair, class 4C was given a science project in form of three kilos of flour in a bag named flour babies. They had to take care of it for three weeks and treated it as it was a real baby.

For Simon Martin himself, taking care of the flour baby made him think about his father again. His anger about his father rose up. After experiencing some difficulties in caring his flour baby, Simon Martin began to question the reason of why his father decided to go away. He became determined to find out why. When he finally found out the reason why, he started to understand him. He also started to appreciate what his mother had done for him.

Anne Fine wrote this novel because she was concerned about the growing trend for teenage pregnancy in the 1990s and the responsibilities that went with it. She also looked at the difficulties and pleasures of being a teenager, and the process of growing into a deeper understanding of oneself and others.

Anne Fine was born in Leicester England on December 7, 1947. She began writing after having her first child – she found herself stuck in a high-rise flat in a snow storm with her small baby and could not go to the library to find something fresh to read. So she sat down and started to write. She did not find immediate success with her first novel, *The Summer House Loon*, which was not published until 1975, three years after she wrote it, when it was the runner-up in the Guardian Kestrel Competition (Fine, 2001:1).

Anne Fine has now written for more than 50 books that she received 55 awards winning for the books she wrote. She has two honorary degrees from two universities. She received Degree of Doctor of Letter Honoris Cause from the University of Warwick in July 12, 2005 and Doctor of the University from the University of Central England in Birmingham in February 7, 2003. Her major

awards are Fellow of the Royal Society of Literature (2003), Children's Laureate 2001-2003, OBE in the 2003 Queen's Birthday Honours List, Boston Globe Horn Book Award (USA-2003) for *Stories of Jamie and Angus*, *Prix Versele* 2000 (Belgium) for *Louis le Bavard (Loudmouth Louis)*, *Prix Versele* 1998 (Belgium) and *Prix Sorci A"res* 1998 (France) for *Journal d'un Chat Assassin (Diary of a Killer Cat)*, UK Nominee for the Hans Christian Andersen Author Award (1998), Winner of Whitbread Children's Book Award 1996 for *The Tulip Touch*, Nasen Special Educational Needs Book Award 1996 for *How to Write Really Badly*, Carnegie Medal 1998 and Whitbread Children's Novel Award 1993 for *Flour Babies*, twice British Book Award Children's Author of the Year in 1990 and 1993, and Carnegie Medal 1990 and Guardian Fiction Award 1990 for *Goggle Eyes* (Annefine, 2006).

Her award winning books *The Tulip Touch* and *Goggle Eyes* were adapted for television by writer Deborah Moggaen for the BBC. Twentieth Century Fox filmed her novel *Alias Madame Doubtfire* as *Mrs. Doubtfire*, starring Robin Williams. Her work has been translated into twenty-five languages. (Wikipedia, 2006).

Anne Fine's novels are always full of psychological aspects, including *Flour Babies*. In *Flour Babies*, Anne fine takes a difficult subject, a boy's pain about his father dissertation. There are many kinds of needs in his life that cannot be fulfilled because of the absent of his father. Become a victim of a broken family makes Simon martin feel lack of safety and lack of love, where an adolescent needs them more. As Hurlock stated in *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*, "Anak puber mendambakan kasih sayang seperti semua anak, dan seringkali dia menginginkan kasih sayang yang lebih banyak dari sebelumnya karena ia merasa tidak bahagia dan tidak puas dengan diri sendiri dan dengan kehidupan pada umumnya. (Hurlock, 1990:201).

Based on the explanation above, an adolescent often feels unhappy and does not satisfy with himself and the life in general, and so does Simon Martin. In novel *Flour Babies*, it explores how

Simon martin, as an adolescent, struggles to solve the problem inside of him. One of his problems is that he needs more love. The lack of some needs in somebody's life supports him to build the motivation consciously or even unconsciously to fulfill it. It is appropriate to Freud's contribution to modern psychology which states that "most of our actions are motivated by psychic forces over which we have very limited control. (Guerin, 1979:21).

Because novel *Flour Babies* is full of psychological matters, it is interesting to analyze the main character, Simon Martin, through the psychological point of view. Here, the researcher uses Abraham Maslow's theory of human motivation in accordance to know the motivation behind Simon Martin's struggle to solve his problem and how he does it.

Based on the description above, the researcher determines to raise a problem by choosing the topic: **Simon's motivation in solving his problem as the victim of a broken family as reflected in Fine's *Flour Babies*.**

B. Problem Statements

Considering the idea presented in the background, the problem discussed is: what motivates Simon Martin to solve his problem as the victim of a broken family?

C. Objectives of the Study

In order to answer the problem statement above, the objective of the research is: to describe Simon Martin's motivations to solve his problem as the victim of a broken family.

D. Benefits of the Study

The researcher hopes that this description of Simon Martin's motivation in solving his problem as the victim of a broken family will give benefits as follows:

- C. The result of the research can help the reader in understanding and appreciating *Flour Babies* by Anne Fine.
- D. The result of the research can give a brief description about the relationship between literature and psychology.
- E. The result of the research can give more information for other researcher who wants to analyze the novel further from other various approaches.

E. Research Methodology

1. Type of Research

In this research, the researcher uses a descriptive qualitative research. Descriptive research is a type of research that aims to solve the problem systematically, factually, and accurately about facts and characteristics of the population. (Norbuko and Achmadi, 2003:44)

While qualitative research is used with the reason that all of the data analyzed are in the form of words rather than numbers. As it is stated by Miles and Huberman in *Analisis Data Kualitatif*, that qualitative data, in the form of words rather than numbers, have always been the staple of certain social sciences, notably anthropology, history and political science (Miles and Huberman, 1992:1)

2. Theoretical Approach

To analyze novel *Flour Babies*, the researcher uses Abraham Maslow's theory of human motivation. In this research, theory of Maslow's human motivation is used as a means to analyze the novel in order to find out motivation of the main character, Simon Martin, in struggling to solve his problems.

According to Maslow, there are some kinds of psychological needs that must be fulfilled and satisfied in human life. So, human must do various efforts to fulfill and satisfy their needs such as physiological needs, safety needs, belongingness and love needs, self esteem needs, and self actualization needs. All of these needs are important for human in motivating their life. That is why Maslow's human motivation theory is suitable to analyze this novel because it has the same description in analyzing the motivation of an individual in Anne Fine's *Flour Babies*. Realizing that adolescence is the important topic in this research, the research also uses *The Psychology of Adolescence* by Dr. Arthur T. Jersild to support the analysis.

3. The Data and Source of Data

The data consist of words, phrases, sentences, paragraphs, dialogues, statements, and the author's narration. The data are divided into two groups called the main data and the supporting data.

G. Main data

The main data are taken from the intrinsic elements of the novel *Flour Babies* by Anne Fine published by Longman in 2001. The main data consist of the narrations and dialogues between the characters and also the monologues that describe the characteristics of the character, Simon Martin.

H. Supporting data

The data are taken from several criticisms and articles about Anne Fine and *Flour Babies* in the Internet.

4. The Data Collection Method

The data collected by reading the main and the supporting data sources repeatedly. Then the researcher took a note of some information related to subject of analysis.

5. Technique of Analyzing

Techniques of analyzing data are managed into four interrelated steps as follows:

E. Selecting the data and categorizing it in accordance with the need.

F. Reducing the useless data to avoid some deviation.

G. Combining the data with Human Motivation theory of Abraham Maslow used in the research.

H. Drawing conclusion based on the analyzed data.

F. Thesis Organization

The thesis is divided into four chapters. They are:

Chapter one is introduction. It consists of research background, problem statement, objective of the study, benefits of the study, research methodology, and thesis organization.

Chapter two is literature review. It consists of the relation between psychology and literature, Abraham Maslow's Human Motivation Theory, and adolescence.

Chapter three is analysis. It contains the analysis of the problems that have been formulated in

chapter one.

Chapter four is conclusion and suggestion. In this chapter, the researcher concludes the results of the research and also gives suggestions to the readers of the thesis and other researchers.

CHAPTER II

LITERATURE REVIEW

A. The Structure of the Novel

In doing a research in a novel, it is necessary to analyze the structure of the novel together with the approach that is applied to get the deeper analysis. A structure of the novel consists of parts which are also called elements of the novel. There are many elements of the structure such as plot, character, setting, theme, point of view, symbol, tone, and irony. Examining the structure of the novel is examining the way the elements fit together to form a whole. The main elements of the structure (plot, character, setting, and theme) were discussed by the researcher to get better understanding of the work in this analysis.

1. Plot

An arranged sequence of interrelated in a story is defined as a plot. A series of events that shows cause and effect is also called as a plot. From both definitions can be concluded that plot is not simply the events recounted in the story but the author's arrangement of those events according to their causal relationship. The plot helps the reader to understand and follow the development of the conflict. According to James H. Pickering and Jeffrey D. Hoeper, the plot is often conceived of as moving through five distinct sections or stages: beginning (exposition), middle (complication, crisis, falling action), and end (resolution or denouement).

I. Exposition

Exposition is the beginning section in which the author provides the necessary

background information, sets the scene, establishes the situation, and dates the action. It usually introduces the character and the conflict, or at least the potential for the conflict.

J. Complication

Complication, which is sometimes referred to as the rising action, develops and intensifies the conflict.

K. Crisis

Crisis (also referred to as the climax) is that moment at which the plot reaches its point of greatest emotional intensity; it is the turning point of the plot, directly precipitating its resolution.

L. Falling action

Once the crisis, or turning point, has been reached, the tension subsides and the plot moves toward its conclusion.

M. Resolution (denouement)

The final section of the plot is resolution; it records the outcome of the conflict and establishes some new equilibrium. The resolution is also referred to as the conclusion or the denouement; the latter a French word meaning "unknotting" or "untying" (Pickering and Hoeper, 1997:33)

2. Character

Character is a living creature that the author creates in his work. For the most reader of the novel, the primary attraction lies in the character. In fact, the reader who enjoys the novel very much will feel that he knows and understands the character of the novel more than what he does to his friends

in the real world. It is because in a real life people come to know other people for most part only on the basis of externals – on the basis of what they say and they do, while to the character of the novel, people can see what he feels or what he thinks. A person feels closer to the fictional character of the novel when he finds the similarity of the thoughts, ideas, point of view, the way of life, or life experience between them.

There are two main categories which the author presents in his work; protagonist and antagonist. Protagonist is the central character of the plot. It is easy to identify the protagonist because the author always gives more information about this character. Protagonist is usually described as a person who struggles to achieve something. On the other hand, antagonist is the character against whom the protagonist struggles or contends. According to Pickering and Hoeper, antagonist sometimes is not easy to be identified because sometimes the author does not put a human being as the antagonist. For example the marlin fish in Hemingway's famous short novel *The Old Man and the Sea* (Pickering and Hoeper, 1997)

Based on the development of the story, character can be divided into two groups; flat character and round character. The flat character is less the representation of human personality than embodiment of a single attitude or obsession. The reader will only can see one side of him (Kenney, 1966:28). Round character, on the other hand, reader can see the all sides of him. Round character has the capacity to grow and change.

3. Setting

As stated by Pickering and Hoeper, setting is a term that encompasses both the physical locale that frames the action and the time of day or year, the climatic conditions, and the historical period during which the action takes place (Pickering and Hoeper, 1997: 68). It shows the reader the where and

when of event that it helps the reader to visualize the action of the work.

While according to Kenny, setting is composed by some elements, such as: (1) the actual geographical location, including topography, scenery, even the details of a room's interior, (2) the occupations and modes of day to day existence of the characters, (3) the time in which the action takes place, e.g., historical period, season of the year, (4) the religious, moral, intellectual, social, and emotional environment of the characters (Kenney, 1966:40).

4. Theme

Theme has been defined in many ways: the central idea or thesis; the central thought; the underlying meaning, either implied or directly stated; the general idea or insight revealed by the entire story; the central truth; the dominating idea; the abstract concept that is made concrete through representation in person, action, and image (McMahan et al, 1996:121). In the meantime, Foff and Knapp simply states that theme is the vein of meaningful material which the author explore (Foff and Knapp, 1966:5).

Theme in the work of literature becomes a very attractive part for the most reader because it gives meaning to the work. In reading the work of literature, generally the reader finds difficulties to distinguish theme and subject. According to Kelley Griffith, the subject is what the work is about, while theme is what the work says about the subject (Griffith, 1982:49).

There are several characteristic of theme:

I. Theme is different from subject.

Subject can be stated in a word or phrase, while theme requires a complete sentence, and sometimes several sentences. The example for this characteristic is Shakespeare's Sonnet 116. The subject of the work is love, while the theme is love remains constant whether

assaulted by tempestuous events or by two.

J. A work's theme must apply to people outside the work

The example for this characteristic is the story of Rip Van Winkle. In Rip Van Winkle, rapid change in his environment threatens Rip's identity is a correct statement, but the statement is not the theme. It must be stated that theme in such a way as to include people in general, not just the character of the story. The suitable theme for Rip Van Winkle is rapid change in environment causes many people to feel their identity threatened. (Griffith, 1982:49)

B. The Relation between Literature and Psychology

Literature is the representation of life expressed by the author through the medium of language, both oral and written, and it has a moral purpose. In literary work, the author tries to record life phenomena he experienced, watched, and observed. One thing that differentiates literary work from other writing is that the author writes his work based on the phenomena in the universe by giving some additions conforming to his imagination, his talent, or his sensitivity that it becomes more beautiful, more touching, more interesting, and more enjoying. As stated by Griffith in the *Writing Essays about Literature: A Guide and Style Sheet*, creations of literature use language in a special way, a way different from that of scientists or people using everyday speech (Griffith, 1986:31). A literary work creates its own world in which we can find an atmosphere of life as we might find in a real world. As a matter of fact, a literary work, which constitutes an author's imagination sometimes can reveal the truth, sadness, happiness, and also struggle of life as well as in human experience.

Psychology is the scientific study of behavior. According to Morgan in *Introduction to*

Psychology, psychology is a scientific study of human and animal behavior (Morgan et al, 1984:4). Although it is defined that the psychology studies human and animal behavior, the main focus of psychology is human instead of animal because animal only becomes the object of the research which result is used to understand more about human. Atkinson and Hilgard have a similar definition about psychology. They say that psychology is a scientific study about behavior process and mental process (Atkinson and Hilgard, 1999:18). From the descriptions above, they have the same concept of psychology which is pointing at behavior. The human behavior or activities studied by psychologists include the overt behavior (behavior that can be seen) and inert behavior (behavior that can not be seen) such as motoric activity, cognitive activity, and emotional activity (Walgito, 1997:9). The goals of psychology are to describe, explain, predict, and change behavior of human.

Based on the definition of the two subjects, literature and psychology are two different things. Although they have different definitions, both have similarity that lies on the subject they deal with, that is human life. It conforms to what Suwardi Endraswara states in *Metodology Penelitian Sastra*, "baik sastra maupun psikologi sama-sama mempelajari hidup manusia" (Endraswara, 2003:99). Literature studies human as the imaginative creation of the author, while psychology studies human as a real creation made by God. Human life, from the point of view of the author, is the main object of his work. Literature, as the creation of the author, is used as a means to express and communicate emotions, style of life, thought, and his views toward human life. Understanding literary work means understanding human's problems and life. Formerly, some theorists argue that literature can not be studied at all. People can only read, enjoy, appreciate it (Wellek and Warren, 1956:15). In its development, to understand literary work well, people often study or analyze it by applying some sciences. One of the sciences is psychology. Carl Gustav Jung as the psychologist agrees the idea by representing a paper entitled *Psychology and Literature*. He says that it is obvious enough that

psychology, being studied of psychic process, can be brought to bear upon the study of literature, for the human psyche is the womb of all the sciences and art (Lodge, 1972: 175). The author, consciously or unconsciously, always inserts the psychological aspects to the characters of his work. The understanding of the character in literary work can be done with help of psychology. However, it is not only the character in the novel which can be analyzed through the eye of psychology. Psychology can be employed in work of literature through some ways, such as: an investigation of the literature creation process, the psychological study of a particular artist, usually noting how an author's biographical circumstances affect or influence their motivations or behaviors, the analysis of fictional characters using the language and methods of psychology, and the analysis of the text's psychological effects upon the reader. (Hardjana, 1981:60)

C. Abraham Maslow and Human Motivation Theory

1. Abraham Maslow

Abraham Harold Maslow was born in April 1, 1908 in Brooklyn, New York. He was the first of seven children born to his parents, who themselves were uneducated Jewish immigrant from Russia. His parents, hoping for the best children in the world, pushed him hard for academic success. Not surprisingly, he became very lonely as a boy, and found his refuge in books.

To satisfy his parents, he first studied law at the City College of New York (CCNY). After three semesters, he transferred to Cornell, and then back to CCNY. He married Bertha Goodman, his first cousin, against his parents' wishes. Abraham Maslow and Bertha went on to have two daughters (Boeree, 2007)

Abraham Maslow moved to Wisconsin to attend the University of Wisconsin from which he

received his B. A. (1930), his M. A. (1931) and his Ph. D (1934) in psychology. As written in Wikipedia, while in Wisconsin, Maslow studied with Harry Harlow, who was known for his controversial experiments on rhesus monkey and attachment behavior (Wikipedia, 2007)

Maslow began teaching full time at Brooklyn College. During this time he met many leading European psychologists, including Alfred Adler and Erich Fromm. In 1957, Maslow became the chairman of the psychology department at Brandeis University, where he began his theoretical work. There, he met Kurt Goldstein, who introduced him to the idea of self-actualization. He retired to California, where he died of a heart attack in 1970, aged 62, after years of ill health.

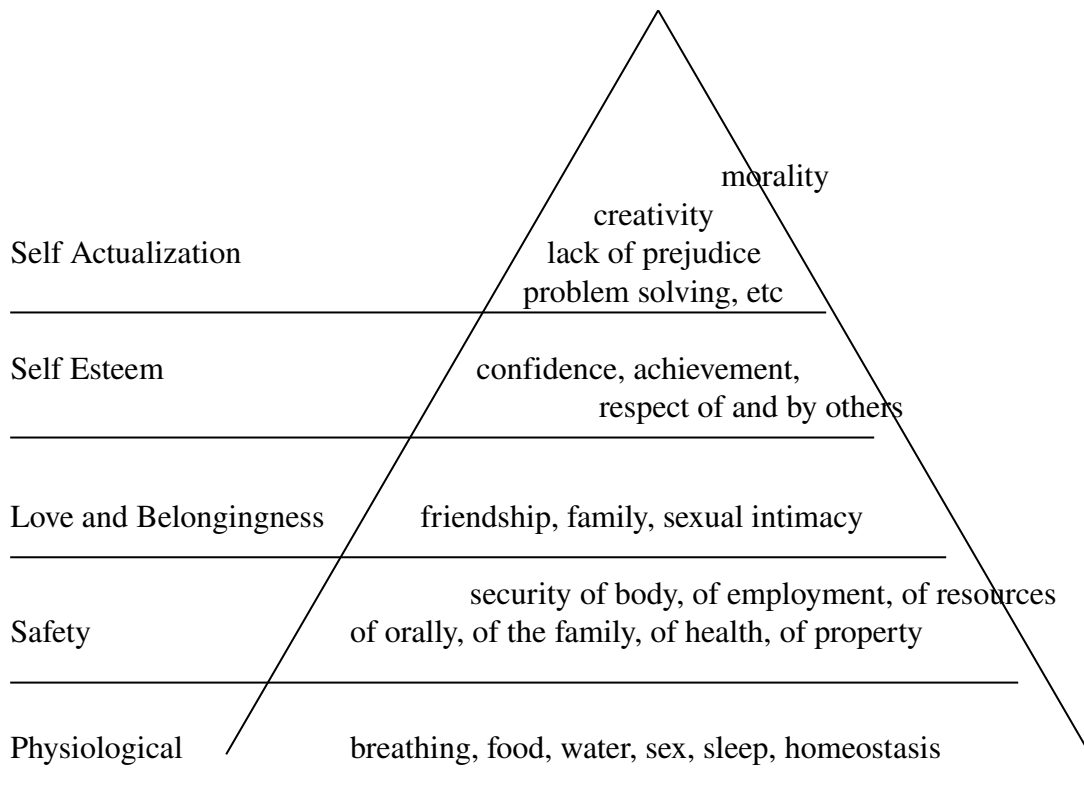
2. Human Motivation Theory

Abraham Maslow is well known for his theory of human motivation. Motivation, according to James P. Chaplin in *Kamus Lengkap Psikologi* is "suatu variabel penyalang (yang ikut campur tangan) yang digunakan untuk menimbulkan faktor-faktor tertentu di dalam organisme, yang membangkitkan, mengelola, mempertahankan, dan menyalurkan tingkah laku, menuju satu sasaran" (Chaplin, 1981: 310).

Different from most of psychologists which focus on the sick people – neurotic and mentally ill –, Maslow conducted a research in healthy and creative people which was focused on their power rather than their weaknesses. He said that the study of crippled, stunted, immature, and unhealthy specimens could yield only a cripple psychology and a cripple philosophy (Hall and Lindzey, 1993:107)

Abraham Maslow believed that people had five basic instincts. These instincts are manifested in the form of needs – some very strong and some much weaker. They appear in overlapping stages with the basic needs present at birth and higher order need showing up as the person growing older. Furthermore, satisfaction of these needs is sequential; the basic needs must be met before later, more

complex need can be successfully fulfilled. The needs are arranged in a hierarchical order which is represented as a pyramid with the more premature needs at the bottom.



(Wikipedia, 2007)

Maslow made a distinction between deficiency needs and being need. Physiological need, safety need, love and belongingness need, and self esteem `needs are called deficiency needs, while self-actualization need refers to a being need (B-need). As Dacey and Kenny stated in *Adolescent Development*, deficiency needs are those that decrease as they are attended to; they can be fully satisfied. When some physical or psychological deficit occurs (thirst, loneliness) and there is an action that can be taken to eliminate it, the need is a deficiency need. Being need, on the other hand, increases as it is attended to (thus it is also termed growth need). An example of a being need is the appreciation of music; the more people come to like music, the more people desire the joys it can provide (Dacey and Kenney, 1997:49)

Because self-actualization need is different from physiological needs, the people being

researched by Maslow for this need are also different. Maslow conducted a research on people such as Thomas Jefferson, Abraham Lincoln, Albert Einstein, Eleanor Roosevelt, and Benedict Spinoza whom Maslow called as the self-actualizing people. According to him, self-actualizing people have characteristics as follows:

F. More efficient perception of reality and more comfortable relation with it.

Self actualizing people perceive their world, including other people, clearly and objectively, unbiased by prejudgment or preconception.

G. Acceptance (self, others, nature).

Self actualizing people accept themselves and their own nature without chagrin or complaint for, for that matter even without thinking about the matter very much. They can take the frailties and sins, weaknesses, and evils of human nature in the same unquestioning spirit with which one accepts the characteristic of nature.

H. Spontaneity; simplicity; naturalness.

Self-actualizing people can all be described as relatively spontaneous in behavior and far more spontaneous than that in their inner life, thoughts, impulses, etc. Their behavior is marked by simplicity and naturalness, and by lack of artificially or straining for effect.

I. Problem centering.

Self-actualizing people are in general strongly focused on problems outside themselves. They are problem centered rather than ego. They generally are not problems for themselves and are not generally much concern about themselves. These individuals customarily have some mission in life, some task to fulfill, some problem outside themselves which enlists much of their energy.

J. The quality of detachment; the need for privacy.

Self-actualizing people positively like solitude and privacy to a definitely greater degree than the average person. It is often possible for them to remain above the battle, to remain unruffled, undisturbed by that which produces turmoil in others, they find it easy to be aloof, reserved and also calm and serene; thus it becomes possible for them to take personal misfortunes without reacting violently as the ordinary person does.

K. Autonomy; independence of culture and environment; will; active agents.

One of the characteristics of self-actualizing people is their relative independence of the physical and social environment. They are not dependent for their main satisfaction on the real world, or other people or culture or means to ends or, in general, on extrinsic satisfaction.

L. Continued freshness of appreciation.

Self actualizing people have the wonderful capacity to appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others.

M. The mystic experience; the peak experiences.

Self actualizing people tend to have more peak experiences than the average person. A peak experience is one that takes people out of themselves, that make them feel very tiny, or very large, to some extent one with life or nature or God. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out.

N. Gemeinschaftsgefühl (human kinship, social interest).

The word is adopted from Adler's concept of social interest to indicate the sympathy and empathy that self-actualizing people have for humanity. Although they are often irritated

by the behavior of individual, self-actualizing people feel a kinship and an understanding of others and a desire to help them.

O. Interpersonal relations.

Self actualizing people have deeper and more profound interpersonal relation than any other adults. They are capable of more fusion, greater love, more perfect identification, more obliteration of the ego boundaries than other people would consider possible.

P. The democratic character structure.

Self actualizing people have all the obvious or superficial democratic characteristics. They can be and are friendly with anyone of suitable character regardless of class, education, political belief, race or color. As a matter of fact it often seems as if they are not even aware of those differences, which are for the average person so obvious and so important.

Q. Discrimination between means and ends, between good and evil.

Self actualizing people are strongly ethical, they have definite moral standards, they do right and do not do wrong. Their notions of right and wrong and of good and evil are often the conventional ones.

R. Philosophical, unhostile sense of humor.

Self actualizing people sense of humor is not the ordinary type. They do not consider funny what the average men consider to be funny. They prefer to joke at their own expense, or at the human condition, and never directing their humor at others. Characteristically what they consider humor is more closely allied to philosophy than to anything else (Maslow, 1970:153-169)

S. Creativeness

Self actualizing people are highly creative and exhibit inventiveness and originality in

their world and most other facets of life. They are flexible, spontaneous, and willing to make mistakes. They are open and humble, in the way children are before society teaches them to be afraid of doing something foolish.

T. Resistance to enculturation; the transcendence of any particular culture

Self actualizing people are autonomous, independent, and self-sufficient. They feel free resist any social and cultural pressure that might force them to think and behave in certain ways. They do not openly rebel against cultural norms or flout social codes, but they are governed by their own nature rather than the structure of their culture (Schultz, 1998:298)

However, although this research focus on an adolescent who is not mature yet and incompletely self actualized, the researcher does an analysis in this need because as stated by Kenny and Dacey that "although the likelihood of an adolescent attaining Maslow's self actualization is small, it is at this age that the quest should start (Kenny and Dacey, 1997:50). As stated before, self-actualization need is also termed growth need. Adolescent is a time where an adolescent starts to experience process of self-actualization. In the process, the character of Simon Martin in novel *Flour Babies* shows some the characteristics of self-actualizing people.

D. Adolescence

Adolescence becomes one of the important parts in this research since adolescence has a very close relation to the subject of the novel being researched. Simon Martin is a 14 years old boy and he is an adolescent. The fact that Simon Martin is an adolescent becomes an important part in this research since every attitude, action, and decision made by Simon Martin is influenced by the condition or life phase at that time. However, the main focus of this thesis is to know Simon Martin motivations to take an action and also to decide something. That is why the fact that Simon Martin is an adolescent can not

be separated from this research.

There are many descriptions about adolescence. According to *Oxford Advance Learner's Dictionary*, adolescence is the time in a person's life when he or she develops from a child into an adult (1995: 16). While Elisabeth B. Hurlock in her book *Developmental Psychology* says that adolescence period begins when the individual becomes sexually mature and ends when he reaches legal maturity (Hurlock, 1975: 173). Another description is stated by John W. Santrock. He states that adolescence is not a time of rebellion, crisis, pathology, and deviance. A far more accurate vision of adolescence is of a time of evaluation, of decision making, of commitment, of carving out of place in the world (Santrock, 1999:337).

Robert E. Grinder in his book *Adolescence* has a description which focuses on the biological matter of adolescence. According to him, the biological boundaries of the adolescence period often are simply and conveniently fixed by convention at the onset and of the acceleration in physical growth that occurs during the second decade of life. He says if one moves to used rapid development in height as a criterion, for example, adolescence for both sexes would range from 11 or 12 until about 17 or 18. The biological limits can be specified rather easily, but reliance upon them leads to a narrow perspective at adolescence. Moreover preoccupation with the biological reality of adolescent can lead to the belief that it is merely a stage in the life span through which individuals pass in their preparation for adulthood (Grinder, 1978:3).

Talking about the place of adolescence in the life span, Dr. Arthur T. Jersild in his book *The Psychology of Adolescence* sees it as the time when the surge of life reaches its highest peak. Adolescence is also for many stages of life when youthful dreams of love and power have not been disturbed by the realities of life. Adolescence is not only a time of a great possibility but it is also a time when most young people must pay price for the privilege of growing up (Jersild, 1959:1)

There can be some experts having descriptions about adolescence. They also have many angles and focuses in seeing adolescence and adolescent. To avoid the wider and complicated explanation, the researcher focuses on the explanation from one expert only. The researcher uses Dr. Arthur T. Jersild's writing to support Abraham Maslow's theory of motivation.

CHAPTER III

ANALYSIS

Flour Babies was first published in UK in 1992. The author of the novel, Anne Fine, wrote *Flour Babies* because she was concerned about the growing trend for teenage pregnancy in the 1990s in western society and the responsibility that went with it. Anne fine portrayed the issue in *Flour Babies*. Simon Martin, the main character of *Flour Babies*, is a boy who was born by a young mother. Simon Martin's mother, Mrs. Martin, was very young when she was pregnant, thus also Mr. Martin, which had to marry her because of her pregnancy.

Simon Martin's parents were too young and it made them not ready enough to take the responsibility, the most obvious being parenthood. The lack of maturity to be able to fulfill the responsibility made Simon Martin's father left his wife and his six-week old baby, Simon Martin.

As it is showed in the novel, the worst victim of a broken family is a child. Normally, child needs both of his parents to help him to grow. The role of parents takes an important part in shaping a child's character. A mother reflects tenderness and a father reflects a power where the child feels that he can get the protection from him. When there is an absent of one of the parents, there will be an instability in a child's mental and it gives effect to his character.

A young Simon Martin was one of those who had a behavioral problem because of the absent of one of his parents. One of the proofs was that he always stayed in the detention room because of things he did.

The plot starts with a section called exposition. This section equips the readers with the knowledge of the important background information, the setting, the atmosphere of the story, the characters, and also the happenings that lead to the conflict. The story of *Flour Babies* takes place

mostly in two places: school and home; since the main character of the story is an adolescent.

In *Flour Babies* the story started in the middle of a lesson in class 4C – a class for the worst students at school and those who had behavioral problems. It was the first day of a new term. Mr. Cartwright, teacher of class 4C, knew most of the students well already. He called them the Sads and the Bads, the ones who had been despaired of most loudly and often in the staffroom over the last couple of years. Mr. Cartwright could be categorized into a round character. At first, Mr. Cartwright was an antagonist since he was the one who could not accept what Simon did and used to get angry with him. As the story went on, Mr. Cartwright slowly changed into a tolerate character. He was one of the persons who helped Simon Martin to finish his problems.

To start the new term, the school always conducted a Science Fair, and every class had to give their contribution to it. The one who was responsible for the Science Fair was Dr. Feltham, who was also the teacher of the best students in school whom they called the Boffins

Mr. Cartwright had just chalked some options that Dr. Feltham had given to 4C for their contribution to the school Science Fair in the blackboard. The options were textiles, nutrition, domestic economy, child development, and consumer studies.

No one of 4C felt interested in one of those options. They all thought that those things were boring. No one wanted to choose one of them. They wanted to have something interesting for Science Fair like doing the exploding custard tins, making the soap factory, or making a maggot farm. Mr. Cartwright refused what they asked since no one of them passed Physics, Biology, or Chemistry test.

"...and therein lies the explanation of why, sadly, this class can't do the Exploding custard tins. In the absence of total confidence in your skills and commitment, Dr. Feltham has entrusted us only with nice, safe, and easy topics. Exploding custards tins have been reserved for those who passed Physics at the end of last year." (Flour Babies, 2001:13).

They finally had to write their choice in a piece of paper and put it in a tub. When the bell almost rang, the classroom door suddenly suffered the most tremendous thud. The door knob rattled

and the panels shook. In walked a clumsy young giant. A roar of approval greeted the newcomer's entrance. It was Simon Martin who came late in the first day of the term. He was stuck in Dr. Feltham's class because of a clerical error.

Mr. Cartwright asked him to pick one of the pieces of paper of votes in the plastic tub. With a deep suspicious, Simon Martin reached in and picked one of them and it said "child development". Mr. Cartwright told them that the experiment Dr. Feltham created for the child development topic was flour babies. No one knew what flour babies were, but they had to work on the project for a whole three weeks.

Flour babies project was created to make the students learned about themselves, responsibility, and parenthood.

"The flour babies are a simple experiment in parent and child relationships. Each boy takes full responsibility for his flour baby for the whole three weeks, keeping a diary to chart his problems and attitude. It's quite interesting what comes out. It's fascinating what they learn, about themselves and about parenthood. It's a very worthwhile experiment. You wait and see." (Fine, 2001: 28)

Each boy was given a pack of flour that they had to take care for three weeks. They were also given a book called baby book to write down what they felt about being with the flour baby.

Coincidentally, Simon Martin got a different flour baby. She was definitely her since she was dressed in a frilly pink bonnet and a pink nylon frock, and carefully painted on her sacking were luscious sexy round eyes fringed with fluttering lashes.

Most of the boys rejected flour babies at first, but finally they were happy because once Simon Martin misheard Mr. Cartwright and Dr. Feltham's conversations that they could kicked the flour babies into bits at the end of three weeks caring those things. They called it the glorious explosion.

During three weeks, there were many kinds of things that happened related to the flour babies. The flour babies project showed the different level of maturity of the boys in the class. Sajid Mahmoud

showed his business skills by making money out of looking after other people's flour babies. Gwin Philip could not be bother to write out his baby book so instead copied Wayne Driscoll's baby book. Wayne Driscoll thought about his mix race background. Robin Foster got so frustrated he kicked his flour baby into canal, and Phillip Brewster did not want to have a baby after he looked after the flour baby.

For Simon Martin himself, his first motivation of keeping his flour baby was that he would make a glorious explosion with his friends; kicked the flour babies into bits. After some days caring for his flour baby, Simon Martin started to feel something different about his flour baby. Caring for that imaginary baby made Simon Martin reflected on his own childhood. It made him remember his father that left him when he was 6 weeks old. Simon Martin always wondered the reason of why his father left him and his mother. He never got the answer from anyone he asked. *"..... I've asked why he left before. Mum and Grand always say it didn't have to do with me, it wasn't my fault, and it was bound to have happened anyway. But last night I asked Mum how he left, and when she tried to fob me as usual, I wouldn't let her."* (Fine, 2001:81).

Because of the flour baby project, Simon Martin became motivated to find out why his father went away. It was such a painful wound for him. It made him anger inside because there were disappointed moments that he had to experience because of his father's absence. There were also some needs, especially as a child who needed his father in his early life, that could not be fulfilled because of his father's absence. The fact that he was an adolescent who started to experience and face many issues, especially the internal problems, such as lack of bigger protection that he should have got from his father, lack of his father's warmness, and also lack of support from a father to raise his self esteem, also became the bigger motivation to finish his problems. The flour baby project led Simon Martin to finish his anger and to heal his own wound. The first thing Simon Martin thought to do it was finding the

reason behind Mr. Martin's decision to leave his son and wife.

By the end of the three weeks period caring the flour baby, Simon Martin started to find the reason why his father left him. After caring the flour baby, Simon realized the huge responsibility of looking after another life, but also the pleasure and companionship that went with it. He began to appreciate what his mother done for him and accept the reasons why his father was not able to do so.

Here, Abraham Maslow's theory of Human Motivation is used to analyze Simon Martin's needs which finally make him become motivated to do something to fulfill them. The most important is the motivation to solve the problem as the victim of a broken family.

Simon's Motivation in Solving His Problems as the Victim of a Broken Family

As an adolescent, Simon started to realize and had to face many problems in his life, both external and internal. Simon's external problem was the change of his body. The hormonal influence made him grow very fast and made his friends call him an ape because of the size of his body.

Beside external problems, there were also some internal problems that he had to face because of his father's absence. This section analyze Simon's internal problems and connected them with Maslow's Hierarchy of Needs. The problems that appear encouraged Simon to open the years wound because of his father's absence and strongly motivated him to finish his problems as the victim of a broken family.

A. The Lack of Safety

An adolescent is not a child anymore, but he is not an adult too. A child might feel scared of many things, such as animals, stranger, darkness, etc. as a child grows become an adolescent, he is no

longer afraid of darkness, animals, or stranger. Even though there are things that are not harmful anymore, there are still many things that cause an adolescent feel afraid and raise the anxiety.

Even when Simon had a huge body, he was not an adult. There were people that made him feel afraid such as his teacher and his friends. Simon still needed protection from adult, especially from parents. The problem appeared because there was only his mother at home. As it was stated before, mother reflected a power where the child felt that he could get the bigger protection from him. The absence of his father made Simon do not feel safe. He wanted his father to be there for him; to be someone to run to and to give him the bigger protection.

According to Maslow, when the physiological needs play a minimal role in our lives, the next level of needs, safety needs, motivate people to run their life. Safety needs contain of needs, which support somebody to get calm, assurance, and regularity around his or her life. These needs appear because of some backgrounds that raise anxiety like war, broken home, bad treatment, etc. Anxiety is described as a condition arising from thoughts, feelings, and impulses that are out of harmony with what a person expects of himself or out of keeping with the kind of person he would like to be in his own eyes or in the eyes of others. (Jersild, 1959:170) The feeling of anxiety is different from one to another. The things that cause an adult feels insecure are also different from those that are felt by children. The things that seem to be something usual might be something very harmful for children.

In the adolescent life, it can be said that an adolescent probably is burdened by anxiety linked to some form of inner conflict or distress if he feels blue or depressed for no apparent reason; if he seems to be unduly upset by little things; if he is bitterly angered by something that seems trivial; or feels guilty when there seems to be no reason to feel that way; or expect to fail, or acts as though he deserved to fail, when there is every reason to believe that he will succeed; or is upset by a little friendliness of praise; or expects more of himself than anyone else could possibly demand of him; or is

unaccountably jumpy, edgy, or irritable.

The adolescent also probably suffers from anxiety arising out of an inner conflict if he seems to be driven to get into trouble, to fail where he might succeed, to make enemies when no principle is involved and he has nothing to gain and everything to lose.

In *Flour Babies*, there were many things that raised Simon Martin's feeling of anxiety. One of the things that made Simon feel insecure was the flour baby project itself. Because of the existence of the flour babies project, Simon Martin had to experience some events that made him feel insecure. In the flour babies project, there were some rules that had to be followed by all of the students of class 4C.

FLOUR BABIES

- K. The flour babies must be kept clean and dry at all times. All fraying, staining and leakage of stuffing will be taken very seriously indeed.
- L. Flour babies will be put on the official scales twice a week to check for any weight loss that might indicate casual neglect of maltreatment, or any weight gain that might indicate tampering or damp.
- M. Flour baby may be left unattended at any time, night or day. If you must be out of sight of your flour baby, even for a short time, a responsible babysitter must be arranged.
- N. You must keep a baby book, and write in it daily. Each entry should be no shorter than three full sentences, and no longer than five pages.
- O. Certain persons (who shall not be named until the experiment is over) shall make it their business to check on the welfare of the flour babies and the keeping of above rules. These people maybe parents, other pupils, or member of staff or the public. (Fine, 2001:40-41)

From those five rules, the rule that made Simon feel insecure the most was the rule number 5. Simon Martin was one of the members of his school's football team. He regularly had to practice football. The members of the team coming from class 4C were only Simon and Wayne Driscoll.

Simon Martin started to feel annoyed because he could not leave the flour baby at home while he was practicing football since his mother did not want to help him to look after it.

"Don't let the little lady get muddy," she warned, nodding at the flour baby. "Makes sure you put her somewhere safe."

Simon was horrified.

"I can't take it to football!"

"No it, Simon. Her."

Irritably, he brushed off the tease.

"How can I take her to football?"

"You have to take her, Simon. It's in those rules you brought home."

Simon cast about desperately for some reason not to take her.

"I can't! It's not just people from our class, you know. There's only me and Wayne from our class on the team. Everyone else will see. They'll fall about laughing. We'll get crucified!"

"Just keep her put of sight."

"Mu-um!" (Fine, 2001:48)

Simon Martin did not really want to take it to his football practice. He knew what would happen. To be in the locker room was the worst of all. Someone's bag was not his own. Someone would be lucky if one time in the whole season he got away without having some joker root through his kit to tug out his underpants and made a great drama of sniffing them and whirling them about, or even just borrowing his deodorant or nicking his bus fare. Simon Martin knew that he would give a flour baby doll a life expectancy of minutes in a locker room, or might be less.

After arguing with his mother that he really could not take his flour baby, Simon Martin finally gave up. His mother really did not want to look after it. He was sure that he really could not leave it with his mother when his mother said something about rule number 5 that certain persons (who would not be named until the experiment was over) would make it their business to check on the welfare of the flour babies and the keeping of the other rules. Those people might be parents, other pupils, or members of staff or the public.

Simon Martin felt more insecure remembering that rule. He thought about the member of the staff. He tried to guess it. He believed that the person was his teacher, Mr. Cartwright, whom he called Old Carthorse behind his back. Simon Martin remembered that Mr. Cartwright knew about the football practice. He thought that, might be, he would make it his business to sneak along and rummage through the changing rooms, looking for his and Wayne's babies.

Simon Martin also thought about other pupils who had been mentioned in rule number 5. He thought Mr. Cartwright had probably ordered someone else to check up both of them. He considered

that the pupil could be Jimmy Holdcroft. He was an oily piece of work. Being a stool pigeon would be right up his street, thought Simon.

Rules number 5 also mentioned the member of public. Simon realized that next door was always twitching her curtains. It was Hyacinth Spicer, the girl annoying Simon so much since she always made him feel embarrassed and defeated him since in the nursery. He considered that she was a natural spy. She'd love to gang up with the enemy. And finally Simon realized that it could be his mother. It was said in the rules number 5 that the certain person could be parents.

It finally made Simon Martin have to take his flour baby to his football practice. After taking his flour baby, he still did not feel better. He kept feeling insecure. Simon Martin was late to come to the football practice. It made Mr. Fuller, the football coach, punished him to dribble the ball three times round the pitch. What took the most time and landed Simon with his punishment circuits was finding somewhere safe to put his flour baby.

Wayne, another student of 4C who joined the football team, told him to hide the flour baby in the lavatory. He would wedge the flour baby between the pipes. Simon refused to hide his flour baby there because the place was very dirty. Wayne Driscoll left him while he was still looking for the better place for his flour baby. Finally he put the flour baby in a bush a few yards behind the one goal still flooded in sunlight. Simon thrust the flour baby into rather meagre greenery, desperately hoping that the flour baby would appear to be no more than a bundle of towel to the circle of his team mates already booting the ball to one another in the warm-up.

Here, Simon Martin felt insecure because of two things; his flour baby and his coach, Mr. Fuller. He worried that Mr. Fuller would punish him because he was late, but on the other side, he worried that someone would find his flour baby and made them a toy and the snoopers could check on him because he was not able to take care of his flour baby.

To fulfill his need of safety, he tried to overcome his problems by trying to hide the flour baby in the place where he could still watch it while he was practicing football and he tried to do that as soon as possible so that Mr. Fuller would not punish him too hard.

Even though he had hidden his flour baby in a place where he could see it, he could not do two things at the same time. While he was dribbling his ball around the circuit he could not stop thinking about his flour baby. He wondered, was it still safe or not.

"Rattled, Simon glanced back over his shoulder at the bush he'd just run past. Was that the right one? Where was the flour baby? Was the little sack of her still propped up safely in the branches, or had the lads noticed as they thundered off the field? Maybe Wayne had even split on him! Was she still there, all wrapped up and happy as a sand boy, or had they reached in and dug her out? Were they kicking her around the changing rooms right now, having another good laugh pretending she was a football? Froggie would kick her hardest. She'd be destroyed." (Fine, 2001:60-61)

Worrying his flour baby, Simon Martin could not dribble the ball well, but he booted it. He could not concentrate at all. It made Mr. Fuller get mad. Unwilling to bring the wrath of Mr. Fuller down on his head again, Simon Martin tried to keep his face forward and ran, but he still could not stop the ghastly vision in his brain.

"..... as one ghastly vision after another swam through his brain. His flour baby floating, face down in one of the scummy sinks, then gradually sinking as the water soaked through her thin sacking! Froggie borrowing a felt pen and, with their unauthorized alterations to his tin of foot-power in mind, taking sweet revenge on her face with some artwork: a nose, a gappy smile, two cauliflower ears – worse! And, most disastrous of all, Jimmy Holdcroft drawing back his foot as she lay so vulnerably on the changing room floor, about to demonstrate his vicious and spectacular goal kick." (Fine, 2001:61-62)

Simon Martin started to learn something that it was ridiculous trying to practice football and watching the flour baby. No one could do two things properly at the same time, he thought. He remembered his mother who always told him that he could not do his homework properly with the radio blaring, or when she said "make toast or play with the dog, one or the other, but not both. That's the fourth slice of bread that's gone up in flames!" (Fine, 2001:63)

He thought about what his mother had experienced. She looked after him by herself where he knew it was not a job for one person. To look after a baby it needed two. The thought made Simon remembered of his father.

There were still other events that made Simon Martin's need of safety raised up. Generally, students put respect to their teacher. In fact, the students who are not adult yet do not only put respect to their teacher, but sometimes they feel afraid of them. They do what their teachers say even when what they say is irrational. The students do not refuse what their teachers say because they are afraid of them. It is the fact that children have an inferior feeling of older people, especially those who have a special power to do something such as teacher. This also happens to Simon Martin.

Simon Martin thought that Dr. Feltham was a more powerful teacher. So that was why he obeyed what he said. Dr. Feltham asked him to carry Nimmo-Smith's Microprocessor, the oscilloscopes, and Wishart's Digital Sine Wave Generator. Those were the things that he had to stand in the Science Fair block. Simon felt that he had to do what he said even though it was time to Simon Martin to join his friends in the class to do the weigh-in; weighed the flour baby once a week. He did that because he wanted to feel safe. He knew that Dr. Feltham was more powerful than Mr. Cartwright, so Simon Martin preferred doing what Dr. Feltham said to him to doing the weigh-in in his class with his teacher, Mr. Cartwright, in it.

Maslow stated that people do various efforts to feel safe. It sometimes make a person becomes an inconsistent person to keep the safety. Simon Martin did what Dr. Feltham said at the beginning, but then, when Mr. Cartwright told him to be in his class, he changed his mind. He tried to tell Mr. Cartwright that it was Dr. Feltham who made him traipsing up and down the corridor, bringing the stuffs to stand them in Science Fair block. Simon Martin said it in order to reduce Mr. Cartwright's anger. He thought that Mr. Cartwright might feel afraid when he heard the name of the powerful

teacher. But Simon Martin was wrong. Mr. Cartwright did not care who told Simon Martin to walk along the corridor bringing the Science Fair stuffs.

Mr. Cartwright started to feel heartily sick of Dr. Feltham and his projects. Mr. Cartwright thought that the man was getting too big for his boots. Then, a string of unteacherly words sprang from his lips and rang down the corridor with such force that Simon Martin was shocked. All Mr. Cartwright wanted was Simon Martin had to follow him to his class. "And as for you!" Mr. Cartwright finished up, glowering horribly at Simon. "You can just put down that pile of junk and come back to the classroom for the weigh-in."(Fine, 2001:149)

Knowing that the power of Dr. Feltham did not make him feel safe anymore, Simon finally followed Mr. Cartwright's order. He laid the stuffs for Science Fair on the floor and submissively fell in behind as his teacher strode off down the corridor.

The first thing that Simon Martin thought about keeping the flour baby was that he could kick it to bits in the end of the three weeks period of caring it. He had misheard the conversation between Dr. Feltham and Mr. Cartwright about the flour baby. At the end of the day caring the flour baby, Mr. Cartwright asked the students to give the flour babies back to him and then the flour babies would be showed in the Science Fair block. At the moment, Simon Martin knew that he was wrong. He had made a terrible mistake. The biggest mistake was that he told his friends that they could kick the flour babies to bits at the end of the three weeks. He was the one who made his friends suffered from caring the flour baby for three weeks because he promised them to do what they called a glorious explosion.

When finally knew Simon was wrong about the glorious explosion, he felt so insecure. No one of class 4C was a good and nice person, especially when they knew they were deceived about the glorious explosion. They just waited for the bell rang and Mr. Cartwright left the classroom before they took revenge and made Simon pay for what he had done.

With authority gone, the pack instantly went after their true quarry.

"Thought you could get away with it, did you, Sime?"

"Leading us on like that!"

"‘Best Science I’ve ever heard’,” you told us. ‘Dead brilliant,’ you said.”(Fine, 2001:168)

To save himself, all Simon Martin could do was just running away from them. He could not fight them. With their combined weight, he knew he could do nothing. He might fight them and run for his parent’s protection – that was what children could do. But in the case of Simon Martin, there was no father at home. As it is stated before, father reflects a power in a family. For Simon, there was no figure that he could run to, to ask for protection. There was only his mother. And Simon Martin longed for it. He longed for his father’s presence to give the family, especially him, protection. Running away from the problem was chosen by Simon Martin to save himself because it was the only choice that left.

When people have achieved a certain level of safety and security, people are driven to satisfy the higher needs, belongingness and love needs, and self-esteem needs.

B. The Lack of Love

Hurlock states that an adolescent needs more love than he ever wanted before because he does not feel happy and unsatisfied with himself and life in general. (Hurlock, 1990:201)

Just like every child did, Simon needed both of his parents to be there for him. There were his mother and his grandmother who loved him very much, but it was not enough for Simon. He wanted complete parents; mother and father. Deep down in his heart, he longed for his father. Simon tried to do not care about his father’s leaving, but he always could not help himself when he felt he missed his father and wanted him to be there for him. It was a painful moment for Simon when their friends talked about their father. Sometimes, when Simon missed his father very much and realized that his father was not there for him, Simon got so angry. He could not help himself to destroy things and disobeyed his teacher that he finally ended up in the detention room.

Based on Maslow's Human Motivation, if both the physiological and the safety needs are well gratified, there will emerge the love and affection and belongingness needs. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. A person will hunger for affectionate relation with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal. A person will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love as unreal or unnecessary or unimportant. Now he will feel sharply the pangs of loneliness, of ostracism, of rejection, of friendlessness, of rootlessness.

Generally children spend their time mostly in two places, school and home. It makes them need more love from people or anything connected to those places. At school, a place where children socialize, they need love from their teachers and especially from their peers, while at home children need love from, especially both of their parents and other members of family.

Maslow believes that some proportion of youth rebellion groups is motivated by the profound hunger for groupiness, for contact, for real togetherness in the face of a common enemy, any enemy that can serve to form an amity group simply by posing an external threat. (Maslow, 1978:44)

In Anne Fine's *Flour Babies*, it was told that Simon Martin wanted to fulfill his hunger for groupiness by telling his friends about the glorious explosion. Simon Martin ran to his class after he misheard the conversation between Dr. Feltham and Mr. Cartwright. He told his friend that the flour babies were dead brilliant. He said the flour babies were better than soap, and maggot, and everything. "Best science I've ever heard!" he told his friends. He also made his friends refuse the other choices that Mr. Cartwright gave. Mr. Cartwright decided to offer them other choices to be picked because he thought that making Simon Martin pick the choice in a plastic tub, without letting him know what it was, just because he was coming late, was a mistake. But Simon had convinced his friends that the best

choice was the flour baby project because they could make a glorious explosion at the end of the period doing the project. Everyone believed him. Simon felt happy when his friends believed him. He felt that they accepted him. He did not think that kicking the flour baby to bits was not a good thing. What Simon Martin did was just fulfilling the need of being loved and accepted by his peers.

The flour baby project gave a big influence to Simon Martin's life. Later on, receiving the flour baby from his teacher made Simon Martin reflect it to his own childhood. He started to think about his father. It made him try to find out what was his father's reason to leave him and his mother.

'This is your fault,' he told her. And it was. If it weren't for her, he realized, he would never have started to take an interest in his father, and what happened years ago. Without this stupid, useless, floppy bag of flour, he'd never have ended up in the awful, shaming position he was in today – keen to get off to school to learn something, like a proper ear'ole. (Fine, 2001:133).

He used to ask the question to his mother before, but Mrs. Martin never gave him a satisfying answer. He thought that Mrs. Martin must hide something. It was odd to realize that he had never heard his mother wishing his father came back again.

Simon Martin did not know how his father looked like. He was only six weeks when his father left him and it was impossible for him to remember his face. He had asked his mother about his father's photograph, but his mother said that Mr. Martin was always be the one who held the camera. Then, to remember his father, Simon Martin made up his father's face by himself.

But Simon had missed him. Oh, not personally. It wasn't possible to miss someone whom you'd never known, and whose face was a rather blurry picture. The person Simon missed was someone he had made up. Dark and curly-haired, as in the few poor photos he'd found lying about in drawers. And with a splendid singing voice, as even Gran still admitted. 'A glorious tenor. When he sang out, he made the rafters ring.' But it was Simon who threw in the crinkly blue eyes and the strong hands, the grind and the genius at throwing and catching." (Fine, 2001:65)

There were times when he felt he missed his father so much that he created the story in his mind about his father would come back. He imagined that one day his father would change his mind. He would just show up, without any warning, and he and his mother would try again. And this time it

would work. He would want to stay. As Simon Martin sauntered down the Wilberforce Road each afternoon on his way back from his school, he would let his thoughts run riot around his father. He would be standing at the gate, and his arms outstretched. He would shout to hurry Simon. And Simon's run would shake the paving stones under his feet, until finally he made it past the last house, and hurled himself into those strong arms. And then, ten feet from the corner, Simon would slow his pace, to hold the dream a few moments longer. Then, just as he had conjured his father up, he would snuff him out. Wiped him away before turning into his own street. It was trick he learned to keep disappointment from rising, like tears, and spoiling the pleasure of getting home.

It could be seen that day dream was one of the efforts Simon Martin did to satisfy his love and belongingness needs. According to Dr. Arthur T. Jersild in *The Psychology of Adolescence*, it is a natural thing for adolescence to do fantasies or day dreams to satisfy himself.

Yet in adolescence, as earlier, the typical young person has a rich fantasy life that continues to carry out some of the functions and to serve some of the purposes imagination served in earlier years. There are many such functions, and they include both a kind of daring venture and a kind of retreat both a constructive means of dealing with life's problems and also a means of evading them. (Jersild, 1959:111-112).

It is true that daydreams fulfill wishes for pleasures and supply things a person does not possess, or things he cannot possess in real life, and thereby serve the adolescent as a means of escape from unpleasantness.

Jersild also explains that the adolescent's imagination is not just a servant of passing desires or of a wish to flee from a real to unreal world. The imagination also serves many functions important to the adolescent management of the affairs of his life. In his imagination, he is, with varying degree of directness, struggling to face issues in his life. Through his imagination he struggles with unresolved problems from his past. He strives to meet the present demands that press upon him from within and without. He seeks to give structure to his hope for the future.

For Simon, doing such daydream did not fully satisfy his needs of love and belongingness. He might feel better for a while, but when he had to come to reality, he knew it was still something missing in his heart. He started to ask his mother about the day his father left. He thought he might find some clues from his mother. Mrs. Martin finally told him that it was an ordinary day when Mr. Martin went away.

"Honestly, Simon," she said. "Nothing was different. There wasn't anything about the day to make it special. So far as anyone could make out afterwards, your Dad wasn't in a mood, or feeling jealous or left out, or anything. In fact, when he disappeared, everyone thought that something terrible must have happened – a road accident or something. It was only afterwards we worked out that sometime in the afternoon he must have packed the large blue bag and lowered it out of one of the back windows on a rope. When he strolled out of the gate, he wasn't carrying a thing. He had his hands in his pockets and he was whistling. We thought he was going to buy beer, or a bar of chocolate or something. But he must have walked round to the back of the building, picked up his bag, and gone to the bus station – timing it perfectly for the last coach to London." (Fine, 2001:83)

Hearing the story of the day his father left, Simon Martin started to think what his father was whistling when he left. Simon thought that it might be the thing he had in mind. From this happening, Simon became determined to find out the song his father whistled. This happening also becomes the rising action or complication of the story. It develops and intensifies the conflicts.

The need of love is not always about receiving it but also about giving it. As Maslow stated that “ also not to be overlooked is the fact that the love needs involve both giving and receiving love”. (Maslow, 1970: 45) So, to fulfill this need people do not only need to be given love, but they also need to give their love. Simon Martin showed this need to his flour baby. It could be said that it was odd to give more love and attention to something which did not even alive. But it was different for Simon Martin. His flour baby made him reflect it to himself. Unconsciously, Simon Martin saw his flour baby as himself when he was a baby – a time when his father left him. Realized or not, Simon Martin felt the lack of love from his father and he really longed for it. It made him love his flour baby very much. He wanted to keep her, took care of her well, and would not leave her – things his father did not do to him.

On day 11, one of Simon Martin's friend, Robin Foster, lost his temper and kicked his own flour baby into the canal and it sank almost at once. Simon Martin was shocked. He had no idea how could Robin do that. He knew Robin was a good person and he had no such temper. Robin said he didn't learn anything from the flour baby. The only thing he learned was that he never ever wanted a baby in his whole life. Then, after seeing Robin kicked his flour baby, there were more friends who wanted to kick the flour babies. They were sick of caring for the flour babies, keeping them clean everyday, hearing people telling and nagging at them to treat the flour babies well, and sort of. To stop his friends from booting their flour babies, Simon reminded them about the glorious explosion. Even though Simon talked about the glorious explosion, he would not kick his flour baby into bits. He planned to join his friends kicking their flour babies and he would hide his own flour baby because he had fallen in love with it.

After his friends had all gone, in a sudden rush of affection, Simon tugged the flour baby out of his bag, and sat down with her on his knee beside the canal.

"I'll tell you what I like about you," he said, staring into her big round eyes. "You're very easy to get on with. You're not like Mum, always telling me to put my plate in the sink, or shut the doors more quietly, or pick my shoes off the floor. You're not like Gran, always telling me how much I've grown, and asking me what I'm going to do when I leave school. You don't tease me, like Sue. And you don't run off and leave me, like my Dad."

Tucking her under his arms, he gazed out over the water.

"I wouldn't mind you being real," he said. "Even if it was more work. Even if you howled, and kept filling your nappies, and threw giant tantrums in shops. I wouldn't mind."

He peeped down at her, comfy and safe in his armpit, and pressed a finger where her nose would be, if she weren't just a bag of flour. (Fine, 2001:106)

On the day when Mr. Cartwright told the students to give the flour babies back at him, Simon hid his flour baby under his jumper because he had grown to like her very much. It was also the time when Simon and all the students knew that there would be no glorious explosion. Simon was very sad because his friends became to hate him. He lost his friends' trust and love which he had worked for it. Compared to it, Simon felt sadder if he had to give his flour baby back to Mr. Cartwright. Being in this

situation, Simon could not help himself and cried. Able to save his flour baby made him feel much better. He felt it seemed he had saved himself from desertion and abandonment.

From the analysis, it can be seen that Simon Martin's belongingness and love needs can not be fully satisfied. Even though he gets love from his mother, grandmother, and some of his friends, he still wants to get love from his father.

According to Maslow, it is impossible for someone's need to be a hundred percent fulfilled.

".... If I may assign arbitrary figures for the sake of illustration, it is as if the average citizen is satisfied perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, 40 percent in his self esteem needs, and 10 percent in his self-actualization needs if prepotent need A is satisfied only 10 %, then need B may not be visible at all. However, as this need A becomes satisfied 25 percent, need B may emerge 5 percent, as need A becomes satisfied 75 percent, need B emerge 50 percent, and so on." (Maslow, 1970:54)

So, even though Simon felt still lack of love, he also had needs of self-esteem.

C. The Lack of Self Esteem

Being in adolescence period makes a person have to deal with the external environment and other individual better than when he was a child. Adolescents start to realize that they are part of the society. Adolescents start to discover himself in the society; his role, his limits and also his reaches.

Everyone in the society needs to get the self esteem and to be respected. There are many ways that people do to be respected by others. For adolescents, being respected by others plays an important role in their life because they feel as a new person in the society. Self esteem also plays important role in shaping someone's self confidence where self confidence plays an important role in someone's life.

The adolescents of early ages get the self-esteem mostly from their school. Normally, being a smart student who gets A in most of subjects can raise a student's self esteem. It makes her/him get an

acknowledgement where the most stable and therefore most healthy self-esteem is based on deserved respect from others rather than on external fame or celebrity and unwarranted adulation.

For most of the boys, ability in physical activities notably in athletics plays an important role in their life. As stated by Jersild that the young person's ability in physical activities often plays an important part in determining the circles in which he will be accepted within his own sex group and the extent to which he will be admired by the opposite sex. (Jersild, 1959:61)

Just like other adolescents did, Simon needed to be respected and to get the self esteem. The self esteem was built little by little since early ages. In his early ages, Simon had some obstacles to build his self esteem because of his father's absence.

There was a moment where it was supposed to be the thing that could raise Simon's self esteem, but it did not because of his father's absence. When Simon was still in a nursery, he became the main part in the Christmas play. He was very proud of it. He had learned his words, and had a scarlet cloak that trailed behind him so importantly that his teacher, Miss Ness, kept saying she ought to take it off him and give it to one of the three kings instead. Each time he wrapped it around himself, he could practically hear trumpets. He waited for the big day in a blaze of excitement. The play would be watched by all of the parents. Simon wanted to show it to his mother. He wanted his mother to see his performance and became so proud of him.

On the day he was on the stage, the first thing he had done was peer along the rows of faces, desperate to find his mother. His mother did not come because she was sick. There was Sue, his mother's friend, who sat where his mother should be, and trying to be someone for him in his big day. For Simon, it was not the same after all. He was very disappointed. Then, during the short break between the scenes, Miss Ness forgot an instant. "Never mind," she'd said. "Is your Dad there?" (Fine, 2001:67). The moment the words were out of her mouth, she realized her mistake. But it was too late.

Simon was in floods of tears. She pulled him on her knee and patted him. But it was no good. The tears were rolling and they would not stop. In the end, too many minutes had gone by. The interval could not last forever. So Simon had to let his teacher unpin his glorious scarlet cloak and wrap it round one of his friends.

It was such a painful moment for Simon. If only he had his father with him, it would be okay if his mother could not watch him because there would be his father attending his big show and become very proud of him. The disappointment remained in his heart. It grew and became an anger that he always kept inside.

From what Simon had experienced, it could be said that there was an obstacle for Simon to fulfill his need of self-esteem and it was his father's absence. On the other hand, having a complete family could also raise someone's self-esteem up, where having a broken family could cause a reduction of self-confidence.

Maslow states that all people in the society (with a few pathological exceptions) has a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of other. These needs may therefore be classified into two subsidiary sets. Those are, first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, people have what they may call the desire for reputation of prestige (Defining it as respect or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation. Satisfaction of the self-esteem need leads to feeling of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world. (Maslow, 1970: 45)

Even though Simon was a member of class 4C which was class for underachievers and those having behavioral problems, he was also a member of the school's football team which it was not every

student that could be part of it. Simon might be a lazy student in his class since he did not like to do his homework and sometimes did not want to go to school. But he always came to the football practice even when he had a burden; a flour baby that he had to bring with him when he must practice football, and finally realized that it was ridiculous to do two things at the same time.

The root of most of Simon problems was his father's absence. That was why he really wanted to know why he went away. He questioned his mother about the song but she could only sing a few lyrics. Then, he phoned his mother's friend, Sue, to ask about the song, but she could only sing a few lines too. Desperate wanting to know the whole lyric, Simon thought about Hyacinth Spicer, the girl staying in the shared yard who was sitting daintily in an upturned bucket, dyeing her sandals green. She might know the whole lyrics. She learned to sing at Brownies, brushed it up at Little Woodland Folk, and sang the descant in the Baptist church choir. But then Simon thought that he would be happily boiled in oil before he would ask Hyacinth Spicer any favor. Simon hated her. She was an antithesis of him. She was smart, she had a complete family, and she was always there seeing Simon experiencing bad moments. But Simon was lucky when Hyacinth herself raised the topic spontaneously.

An idea struck Simon. Worth a try anyway.

"It's a very hard song to sing," he said.

Hyacinth looked up in surprise.

"No, it isn't."

"Of course it is," Simon insisted. "The chorus is particularly tricky."

"No, it isn't."

And, her capacity for showing off undimmed since the day Miss Ness first pinned the huge tinfoil star of Bethlehem to her wooly in nursery school, Hyacinth threw back her head and sang:

" Sail for a sunrise that burns with new maybes.

Farewell my loved ones, and be a good cheer.

Others may settle to dandle their babies – "

Just at the moment she glanced down and noticed the dye dripping into her sandal. (Fine, 2001: 131-132)

Having another line of the song from Hyacinth, Simon kept on trying to find the last line. He questioned it to Miss Arnott, his favorite teacher, but she did not know. He finally got the last line from

Mr. Cartwright and it said '*my heart's a tall ship, and high winds are near*'. After knowing what the song his father whistling was, Simon was curious to know the meaning of the last line. His face brightened when he saw Martin Simon strolling along the path reading *The Quest for the Holy Grail*. Martin Simon was the one amazed Mr. Cartwright because, once, he was reading a book of Baudelaire's poems which were still written in France. He was one of Dr. Feltham's students and it was no doubt that he was very smart.

Simon asked Martin about the last line of the song. Martin said it was a metaphor.

"What it means," he said. "Is that the fellow has to go. Just as a ship with its sails spread has to move with the winds, so this chap knows the moment is coming when, however much he may want to stay, the short of person he is – the short of character and temperament he has – is going to force him to leave. He has no choice."

Simon stared up the sky. His eyes were prickling, and he swallowed hard.

"No choice?"

Martin said firmly"

"None at all. That's just the way it is with someone like him. (Fine, 2001:143)

This part becomes a crisis of the climax of the novel, which is moment at which the plot reaches its point of greatest emotional intensity; it is the turning point of the plot, directly precipitating its resolution.

Hearing the explanation from Martin, Simon finally got the answer for the quest of the reason why his father went away. He used to think that it was because of him his father walked away. But now he knew the fact his father walked out was really nothing to do with him. He started to think that it might be the best decision his father took that time.

D. The Need to Self Actualize

As it is stated before, adolescent often feels unsatisfy with himself and life in general. Simon knew that the problems which appear in his life mostly rooted on his father's absence. As an adolescent who often felt unsatisfy, Simon did not just stop and do nothing. After knowing the reason behind his father decision to go away, Simon wanted to do something for himself. He wanted to actualize himself. Hew anted to finish his problems he had all those times.

It was appropriate to Maslow's theory that after someone experienced fulfilling the physiological needs, safety needs, belonging and love needs, and esteem needs, he was driven by the highest need in Maslow's Hierarchy of needs; the self actualization need. This need refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming. (Maslow, 1970:46)

Maslow conducted a research on some adults such as Thomas Jefferson, Abraham Lincoln, Albert Einstein, Eleanor Roosevelt, and Benedict Spinoza whom he called the self-actualizing people. These people have more special characteristics, than other have.

Because Simon was not an adult yet, so the need of self actualization was not too obvious. As stated by Kenny and Dacey that "although the likelihood of an adolescent attaining Maslow's self actualization is small, it is at this age that the quest should start." (Kenny and Dacey, 1997:50)

Even when Simon Martin was still a boy and he was not mature yet, he also showed some characteristics of the self actualizing person; acceptance and mystic experience.

a. Acceptance (self, others, nature)

According to Maslow, people having this character will accept their own human nature in the stoic style, with all its shortcomings, with all its discrepancies from the ideal image. They can take the

frailties and sins, weaknesses, and evils of human nature in the same unquestioning spirit which one accepts the characteristics of nature. (Maslow, 1970: 155)

After knowing the meaning of the last line of the song, Simon started to think about it. This part becomes the falling action of the novel. The crisis or turning point has been reached, the tension subsides and the plot moves toward its conclusion.

His father was just few years from his age now when he had to take the responsibility. He was too young to handle all the things. Besides, all the burdens and difficulties of caring the flour baby for some weeks opened Simon's eyes. He thought that it might be what his father felt that time. After all, Simon was real. It must be much harder to take care of a real baby than a flour baby.

Simon remembered what Robin Foster did to his flour baby. Robin could only stand for 11 days caring the flour baby and finally kicked it into the canal. His father could stay longer than Robin could do. He had been with him for six weeks. Simon thought that he might be loved him.

"Last night, when I was rocking her in my arms, Mum said I reminded her of someone. She didn't say who, and I didn't have to ask. But it was good to know he used to rock me like that when I was a baby. Maybe he really did love me, in his way.... he just wasn't very good at showing it, running away like that...." (Fine, 2001:164)

Later on, after days thinking a lot about his father, Simon came to the thought that he did not have to think about his father anymore. His father was stuck in something which he had never planned before. And it might be the right decision to walk away. After all, Simon thought that he did not know who his father really was, and so did his father. Simon told what was on his mind to his flour baby.

"You see, I'm finished with him," Simon persisted. "In fact in a way, we never even started. He's really nothing at all to do with me. And out there in the world there are millions and millions of people who have nothing to do with me, who don't even know me, they all get on perfectly well without me. And I get on perfectly well without them... and what I've realized is that my father is just one more person on the planet who doesn't know who I am. That's all he is. And only people who know you really count.... And so my mother counts. And Gran. And Sue.... but not him. He doesn't count..... not that I'm blaming him. But he doesn't count." (Fine, 2001:181-182)

From what Simon said, it could be seen that he accepted what his father did. He did that not because he was angry. He did that because he understood and respected the choice his father had chosen.

At the same moment, he realized that his mother was amazing. She could stand with him. Simon started to appreciate what his mother had done for him. All those nags were just the things that she did to make him be a better person. She always loved him even though he always did such annoying things; throwing a tantrum at the shop that the manager himself slapped him, secretly smoking, feeding his grandmother's wig to his friend's Alsatian, throwing the cactus at Hyacinth, and more. "She must be a real *heroine*. She must be a *saint*," Simon said. She looked after him everyday and never felt sick of him. Being a parent was pretty well life sentence, but she could manage it and she was still sane up to now.

b. The mystic experience; the peak experience.

The mystic experience is the feeling of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, the feeling of great ecstasy and wonder and awe, the loss of placing in time and space with, finally, the conviction that some thing extremely important and valuable had happened, so that the subject is to some extent transformed and strengthened even in his daily life by such experiences. (Maslow, 1970:164).

In the final chapter, Simon was asked by Mr. Cartwright to bring the flour babies, that had been given back, to the Science Fair block and to be stood in table 18. There was Mr. Higham in the Science Fair block, setting the equipment. He asked Simon to display the flour babies in table 18 because he was quite busy. Simon got some difficulties to set them out to look interesting. He wanted his flour baby to be the center of interest. Accidentally he made the two sacks collide, the flour puffed out and showered all over. Mr. Higham was very angry because the flour was settling on some other

machines. He gave Simon detention but Simon already had detention days from Monday to Thursday from Mr. Cartwright and Dr. Feltham because of the things he did not mean to do. Finally Mr. Higham gave him Friday detention. Then, Mr. Higham became angrier to find the flour now was drifting down into Tugwell's Purified Water apparatus.

He turned to Simon

"Get those things out of here!"

"But –"

"Get them out!"

"But where shall I ...?"

Mr. Higham was in no mood to solve Simon's problem.

"Just get them out! Take them away! I don't care if you kick the damn things to bits. Just get them out of this building! Now!" (Fine, 2001:177)

Simon dragged the bin bag of flour babies through the corridor when he met Miss Arnott. She asked him why he did not get in the class because the bell had rung for the end of break several minutes ago. Simon could answer that Mr. Cartwright had asked him to take the flour babies to the Science Fair block, but Miss Arnott would not believe him since he was clearly off the other way. He could also answer that he wanted to take them back to his classroom, but Simon considered Miss Arnott would question him why. Finally he said nothing as usual and it made Miss Arnott gave him a detention because he did not have a reason to be out of class. Simon said that it would have to be Monday week because he was fully booked till then. Hearing what Simon said, Miss Arnott's headache started as usual just like every time she saw Simon making problems.

"Oh, Simon!" said Miss Arnott, pressing the points on her temple where her headaches always started.

"It's all right," Simon assured her valiantly. "I don't mind." And it was true. Between trying to explain, and taking another detention, he much preferred the detention. It was easier." (Fine, 2001:178)

Miss Arnott left him to the staff room to get some water for her aspirins. Simon stood thinking that she was obviously losing her grip. She was only eight hours at school, dealing with the students, and she was already losing her grip. Simon thought if she could not manage eight measly hours, then

she would be better not to have a baby because it would take twenty-four hours every day. Many people could not manage it, for example, his father.

Simon tugged his flour baby out of the bin bag and stared at her. He sat down on the bin bag and talked to his flour baby. The more he thought about the business of having babies, the more extraordinary it was. He thought that it was dangerous with all the responsibilities that went with it.

Simon talked to his flour baby about his father for long enough, until he finally realized that his father did not count.. He did not care when Robin called him to go back to the classroom because Mr. Cartwright asked him to. He told to his flour baby that he felt better when he realized his father did not count. He said he felt different and free now. The flour baby stared back out her sympathetic, long-lashed eyes.

"You do see, don't you?"

The look on her face altered.

"You understand?"

The flour baby watched him impassively.

And slowly, inexorably, Simon came back to his senses. What was he doing, sitting in a school corridor in a nice comfy bin bag, chatting to a lump of flour? Was he cracked? (Fine, 2001:183)

Simon leaped to his feet as if he had been scalded. It felt like Simon had been just waken up. He had talked about his life with a flour sack. She was not real. He realized the flour baby was not even a she, but she was an it – a lifeless bag of flour..

At this moment, Simon experienced what Maslow called a mystic experience. Simon upended the bin bag and flour sack spilled far and wide. Simon felt more powerful than ever before. He picked one up and hurled it at the ceiling, it split, showering flour all over. Simon felt greater ecstasy and wonder and awe, the loss of placing in time and space. "...he felt the most extraordinary relief, as if he'd suddenly been let out of gaol; as if, swimming hopelessly round and round after a shipwreck, he's spotted lights on land.... (Fine, 2001:183)

He did not care about the detention for hurling and kicking the flour sacks in the corridor. Simon felt so free. He kicked one and then another. Flour exploded all over. It billowed down the corridor in mushrooming white clouds. Each time he kicked another flour sack, more huge puffs of pure white transformed the dull corridor into a storm of snow. Simon made his own glorious explosion.

"Simon dipped his arms elbow deep in flour, and ripping the last few flour babies apart at the seams, he shook the flour all over. He was so happy, nothing could spoil it. They could give him detentions till hell froze. He didn't care. An hour a day? Chicken-feed! Look at what he'd just escaped!" (Fine, 2001: 185)

The final section or resolution of the plot is seen here. It records the outcome of the conflict and establishes some new equilibrium. It also shows the conclusion of the novel.

As flour flurried and swirled in arctic chaos, Simon raised his arms to it in triumph. He was thinking that he would not make the same mistake like his father. He was not going to pin himself down years too soon and have to make the bitter choice between snatching back his own life and leaving some child to dawdle down Wilberforce Road everyday, talking inside his head to some crinkly blue-eyed father he had had to make up all by himself, because the real one had not stayed around. Simon said to himself that he would never do that. He would wait till he was ready and he would take care. There would be time enough to be responsible when he was older. When the right moment came, there would be all the time in the world to be a good father. And for his mother, he would take her flowers. He would take his mother a dozen red roses because she deserved them.

CHAPTER IV

CONCLUSION AND RECOMMENDATION

A. Conclusion

On this chapter, the researcher delivers the answer to the problem statements which have been stated in Chapter I.

From the analysis, it could be seen that the problems appeared in Simon's life such as the lack of safety, the lack of love, and the lack of self esteem were rooted from his father's absence. Simon tried to fill the need of safety by running away from the problem without facing it. He tried to fill his lack of love by making a daydream and he tried to fill his self-esteem need by joining his school's football team. But those efforts were not enough to fulfill his needs. That was why, consciously or not, it drove and motivated Simon to find about his father and why he walked away. By finding out why, he could continue his life without a burden of the fact that he was left by his father.

After knowing the reason of why his father went away, Simon's need of self actualization could be seen even though it was not too obvious. He was still an adolescent after all. Maslow found the needs of self-actualization appeared obviously enough on adults and most of them were great persons of the history. However, self-actualization need was also called a need to grow. The more the person grew, the more the characteristics of self actualizing person could be found, although it could not be denied that it was not every person who was able to experience it. In Simon Martin case, there were two characteristics of self actualizing person that could be found; acceptance and the mystic experience or the peak experience. He accepted the reason his father left, had a feeling of empathy, and began to appreciate better what his mother had done for him. He also experienced the mystic experience when he

kicked the flour sacks in the corridor without feeling guilty or worrying that he would probably be given detentions. He felt more powerful and having the feeling of great ecstasy, wonder, awe and the lost of placing in time and space.

B. Recommendation

Flour Babies is a novel rooted in a real life. Fine does not sell a dream. She addresses many issues that are highly relevant to both young people and adult today. While she considers the serious matters of parenthood, responsibilities and education, these are viewed through the eyes of young people who are developing their skills of personal choice and empathy with others. Readers are not left with a moralizing lecture, but a novel which is thought-provoking and relevant, leaving readers to come to their own personal decision.

Based on the analysis, it can be seen that the psychological approach enabled the researcher and the readers to understand the novel *Flour Babies* in deeper and wider understanding. By using that approach, the researcher was able to reveal the needs of someone which strongly motivated him to do things to fulfill them.

Nevertheless, this analysis focuses only on Simon Martin, the main character in *Flour Babies*. There are still many unique characters in the novel which are interesting to be analyzed for deeper understanding of the novel. More than that, there are so many aspects of the novel that can be explored more by using another approach. The researcher hopes that this simple step of explanation might be useful to help the readers to enlarge the understanding of this novel and support others to explore more through many sides. Those explorations will be such a great blessing for the progress in the world of literature.

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